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# Report of the Seventh meeting of Directors of Centres Participating in the Statistical Training Programme for Africa (STPA)

TABLE OF CONTENT


| | | Paragraphs |
|---|---|---|
| A. | Attendance and Organization of Work ..... | 1-7 |
| B. | Agenda ..... | 8 |
| C. | Opening Address ..... | 9-13 |
| D. | Matters arising from the Sixth Meeting of Directors of Centres Participating in STPA.... | 14-21 |
| E. | Organization and Management of African National Statistical Services: Selected Issues ..... | 22-33 |
| F. | Statistical Training for Portuguese-speaking African countries ..... | 34-40 |
| G. | National In-service/Middle Level Statistical Training Programme ..... | 41-55 |
| H. | Role of Women in Statistical Development ..... | 56-69 |
| I. | A Strategy for Statistical Development in Africa in the 1990s: Implication for Statistical Training ..... | 70-85 |
| J. | Technical and Financial Assistance for Statistical Training ..... | 86-117 |
| K. | Other Business ..... | 118-132 |
| L. | Evaluation of the Meeting ..... | 133-138 |
| M. | Adoption of the Report ..... | 139 |

## A. ATTENDANCE AND ORGANIZATION OF WORK

1.The seventh meeting of Directors of Centres Participating in the Statistical Programme for Africa (STPA) was held at the headquarters of the Economic Commission for Africa (ECA) in Addis Ababa, Ethiopia from 2 to 6 December 1991. Mr. Ahmed Bahri, Chief of the Population Division of ECA read the address by Mr. Issa B.Y. Diallo, Assistant Secretary-General of the United Nations and Acting Executive Secretary of ECA.

2. The meeting was attended by Directors of the following STPA centres or their representatives: Centre européen de formation des statisticiens-économistes des pays en voie de développement (CESD Paris), France ; Collège statistique de Dakar, Dakar, Senegal; Department of Statistics, University of Ghana, Legon; Department of Statistics, University of Ibadan, Nigeria; Ecole nationale supérieure de statistique et d'économie appliquée (ENSEA), Abidjan, Côte d'Ivoire; Eastern Africa Statistical Training Centre, (EASTC), Dar-es-Salaam, Tanzania; Institut de formation et de recherche démographiques (IFORD), Institu sous-regional de statistique et d'economie appliquee (ISSEA) Yaounde, Cameroon ; Institut national de statistique et d'économie appliquée, (INSEA), Rabat, Morocco; Institute of Statistics and Applied Economics (ISAE), Makerere University, Kampala, Uganda; Institut africain et mauricien de statistique et d'économie appliquée, (IAMSEA), Kigali, Rwanda and Regional Institute for Population Studies (RIPS), Legon, Ghana.

3. The following user countries were also represented: Ethiopia, Ghana and Kenya.

4. Representatives of the two STPA associate centres also attended the meeting, namely the International Statistical Programme Centre (ISPC), Washington, USA and the Munich Centre for Advanced Training in Applied Statistics for Developing Countries, Munchen, Federal Republic of Germany.

5. The United Nations Development Programme (UNDP), the United Nations Statistical Office, the Food and Agriculture Organization of the United Nations and the World Bank were also represented.

6. The Statistical Office of the European Communities (EUROSTAT), the African Development Bank (ADB), the Statistical Department of the Overseas Development Administration (ODA), United Kingdom; Institut national de la statistique et des études économiques (INSEE), France and the Swedish International Development Agency (SIDA), also sent observers to the meeting.

7. The following officers were elected:

| | |
|---|---|
| Chairman: | Mr. Lamine Keita, Assistant to the Director of the Centre européen de formation des statisticiens-économistes des pays en voie de développement (CESD-Paris) |
| Vice Chairman: | Dr. James Ntozi, Director of the Institute of Statistics and Applied Economics (ISAE) |

Rapporteur: Mr. Mouqadem Omar, Chief of the Statistics Department, Institut national de statistique et d'économie appliquée (INSEA)

## B. AGENDA

8. The following agenda was adopted:

1. Opening address
2. Election of Officers
3. Adoption of the agenda and programme of work
4. Matters arising from the sixth meeting of Directors of Centres participating in the Statistical Training Programme for Africa
5. Organization and management of African national statistical services: Selected issues
6. Statistical training for the Portuguese-speaking African countries
7. In-service/middle level statistical training programmes at national level
8. Role of women in statistical development in Africa.
9. Strategy for statistical development in Africa in the 1990s: Implications for statistical training
10. Technical and financial assistance in statistical training.
11. Other business
12. Evaluation of the meeting
13. Adoption of the report

## C. OPENING ADDRESS

9. In his address to the meeting, the Acting Executive Secretary recalled the important role of training centres in the statistical development process in Africa. He emphasized the need for countries in the region to have qualified statisticians capable of producing and analyzing data which was vital for monitoring and evaluating recent initiatives aimed at revitalizing and transforming African economies. He then referred to some objectives and principles of the Addis Ababa Plan of Action for Statistical Development in Africa in the 1990s and to the strategy document adopted by the working group meeting held in Nairobi in July 1991 on the implementation of that Plan of Action. He was confident that the conclusions from the deliberations on the item would assist various STPA and associate STPA centres in the implementation of the Addis Ababa Plan of Action for statistical development in Africa in the 1990s.

10. On the question of statistical training in Portuguese-speaking African countries, the Acting Executive Secretary expressed satisfaction at the positive outcome of the efforts made to open the CESD-Lisbon, an institution aimed at training senior level statisticians for those countries. He called upon the meeting to discuss the prospects of opening a statistical training centre for middle-level staff in Bissau and to propose appropriate solutions to overcome the constraints impeding the opening of the training centre.

11. Regarding the organization and management of African national statistical services, he indicated that decision makers and planners were increasingly feeling the need to develop their economic and

social development programmes on solid bases. In order to meet the requirements for more detailed and reliable statistical data, statistical services should improve their structures, their organizational and management abilities, with special emphasis on human resources. He invited the meeting to exchange views on ways and means of strengthening the statistical services to ensure that they were in a better position to meet the challenges of the 1990s.

12. As regards the role of women in statistical development in Africa, the Acting Executive Secretary observed that women had not yet assumed their due role in statistics. He invited the meeting to make recommendations for the promotion and strengthening of the role of women in statistics.

13. Finally, he expressed his sincere thanks to the various organizations, bilateral and multilateral institutions, that supported the development of statistical training in Africa. He hoped that such assistance would continue and increase so that the 1990s would go down in history as a period of sustained development of statistics in Africa.

## D. MATTERS ARISING FROM THE SIXTH MEETING OF DIRECTORS OF CENTRES PARTICIPATING IN STPA (agenda item 4)

14. Referring to document ECA/STAT/DM.7-STPA/91/1, the secretariat briefly outlined some of the conclusions and recommendations which emanated from discussions on the main agenda items of the sixth meeting held in December 1989. It was stated that the purpose of presenting the document was to remind participants of the conclusions and recommendations of sixth meeting and also to inform the meeting of the action taken. The following were among the issues raised:

(a) Development and/or strengthening of post-graduate and specialized training;

(b) Preparation by STPA centres of summaries of research documents to be published on a regular basis by the ECA secretariat in the STPA News or in the Statistical Information Bulletin;

(c) Mobilization of funds for financing the exchange of lecturers among STPA centres and national statistical training programmes;

(d) Request to UNDP to continue financial assistance for statistical training during the 1992-1996 fifth programming cycle;

(e) Identification of new associate centres, especially in French-speaking African countries;

(f) Prompt completion and dispatch of updated information on STPA, associate, and non-STPA centres for preparation of directories; and

(g) The need to hold meetings of Directors at STPA centres.

15. With regard to postgraduate courses and specialized training, the meeting reemphasized the need to encourage STPA centres to strengthen or set up such training programmes. In this regard, some centres informed the meeting of their postgraduate courses and specialized training activities in fields such as agricultural statistics, national accounts and demography. A participant requested the secretariat to study the possibility of recruiting consultants to prepare a guide syllabus for postgraduate training programmes, especially for centres in English-speaking African countries.

16. As for preparation, by STPA centres, of summaries of research documents for publication by the ECA secretariat, participants felt that the request should be extended to national statistical services since they also undertook useful research in statistics. The meeting observed that the secretariat's duty, in this connection, should be to disseminate information on research work in the "STPA News" or in the "Statistical Information bulletin". The centres themselves should be responsible for publishing detailed results of research, preferably in cooperation with the relevant specialized institutions.

17. Participants felt that close cooperation between the STPA centres and national statistical services in the area of statistical surveys which would contribute to research development was desirable.

18. On the exchange of teachers among training centres, the meeting emphasized the usefulness of such exchanges in the context of technical cooperation among the developing countries and requested the secretariat to mobilize funds to support this activity. A participant suggested that the objectives of these exchanges should be clearly defined before the activity was launched.

19. With regard to UNDP assistance to the STPA programme, the meeting reiterated its request that UNDP should continue to provide financial support for training in statistics in Africa during its fifth programming cycle, 1992-1996. It was suggested that particular attention should be given to the award of fellowships for the training of trainers, as well as to the financing of certain research work.

20. The meeting underscored its proposal that the meeting of Directors of STPA centres should be held from time to time in a centre that was participating in the programme. To this end, the secretariat, at the request of certain participants, specified the major conditions that should be met by the centres or their host countries. Such conditions included settling the difference between the cost of organizing the meeting at the ECA headquarters and in the host country or centre, provision of adequate conference halls with the necessary facilities and provision of means of local transport to participants and to members of the secretariat. For technical meetings, the difference in cost, mainly transport and subsistence of members of the secretariat, may be negotiated for settlement by donors.

21. Finally, the participants commended the secretariat for the activities undertaken, since the last meeting, sometimes under difficult conditions. However, they requested the secretariat to set

up a mechanism for regularly monitoring the implementation of the meeting's recommendations.

**E. ORGANIZATION AND MANAGEMENT OF AFRICAN NATIONAL STATISTICAL SERVICES: SELECTED ISSUES** (agenda item 5)

22. The secretariat introduced this agenda item on the basis of document ECA/STAT/DIR.7-STPA/91/1. It was stated that in order to improve statistical capacities in many African countries there was need to strengthen the organization and management of national statistical services. Different types of statistical systems were presented, among them centralised and regional systems. The meeting was informed that many African countries adapted the centralised system by introducing some elements of decentralisation and/or regional approach.

23. The secretariat also highlighted some problems facing many national statistical services in the Africa region in connection with statistical infrastructure. Areas of particular concern and requiring some special attention, were building structures, library facilities, field equipment, data and printing equipment. Issues relating to co-ordination, staff turnover, training and management were also outlined. In addition, some challenges which are likely to confront the national statistical services in the 1990s were presented to the meeting.

24. In the discussions which followed the meeting expressed the view that there was need to strengthen national statistical services in order to promote statistical development in the African region.

25. On the merits and demerits of a centralised statistical system a participant pointed out that the confidentiality clause does not impede other government departments to use statistical information from the central statistical organization. In this connection, the secretariat indicated that in some countries individual records can only be handled by sworn in members under the statistics act; in this case, members of other departments may be excluded from using such primary statistical records.

26. Some participants argued that the confidentiality clause in statistical legislations are meant to ensure better response rates in statistical investigations. It was further stated that high response rates would be assured if national statistical offices published their statistical results in a timely manner and disseminated such results to users as widely as possible. Other participants stated that there was need to sensitize the public about the usefulness of statistics.

27. As a follow up to the discussions on a confidentiality clause, participants urged that penalties for non compliance should be effected as a last resort. It was argued that persuasion, usually results in enlisting reliable information from respondents.

28. Commenting on the insufficient number of statistical personnel in some national statistical services, a participant indicated that the issue at stake was the shortage of experienced and motivated staff rather than just numbers. On turnover of staff a participant

reminded the meeting that this was not only peculiar to Africa but was a world wide problem. There is, therefore, a general tendency for staff to look for greener pastures. The solution was to have continuous training programmes.

29. On the shortage of data processing staff in national statistical services, the representative of the Ghana Central Statistical Office, informed the meeting that in his organisation all professional staff were trained in electronic data processing. Such an approach tended to minimise the above mentioned problem. On problems of freezing posts in the public sector owing to structural adjustment, it was stated that the statistics field was not affected, an example of Ghana was cited where the statistical organisation has grown from strength to strength during the period of structural adjustment. Notwithstanding the experience of Ghana and few other countries, the secretariat pointed out that in some African countries the freezing of posts adversely affected the manpower position of national statistical services.

30. The meeting agreed that management training of statistical personnel was essential. Some participants shared their experiences, in this regard. For example, in Ghana statistical personnel are sent to the Management Productivity Institute for training in this field. While the ISPC conducts Demonstration surveys which introduce management skills in to trainees. The representative of EASTC informed the meeting that the topic on supervision covered by his centre does impart management skills. In addition, the meeting was informed that there were some good literature available for use in management training.

31. On co-ordination, a participant argued that the failure of producer-user committees to deliver the goods was mainly due to the fact that users usually send low ranking officials to meetings, rather than the suggestion that national statistical services use such meetings to impose their preconceived ideas. Another participant suggested that co-ordination was important regardless the type of statistical system a country adopted.

32. Some participants felt that one way of strengthening statistical capacities in Africa was to expose students to research methodology in statistical training institutions.

33. On the issue of in-depth analysis of statistical surveys participants advised that national statistical offices should work with academically oriented personnel in such tasks. Others, indicated that there was need for statisticians to go for refresher courses to enhance their analytical capabilities, CESD-Paris was cited as one of the institutions which can offer such training. The representative of ISAE invited countries to use the available facilities at his institute for in-depth analysis.

## F. STATISTICAL TRAINING FOR PORTUGUESE-SPEAKING AFRICAN COUNTRIES (agenda item 6)

34. Under this item, the secretariat introduced document ECA/STAT/DM.7-STPA/91/3 describing activities undertaken since the sixth meeting of STPA Directors on assistance to Portuguese-speaking

African countries in the area of statistical training. The meeting was informed of various meetings organized for the purpose of relaunching statistical training activities for the benefit of countries in the group. Particular mention was made of the joint EEC/ECA meeting held at Brussels in May 1987, the joint EEC/ECA meeting held in Luxembourg in February 1988 and the joint EEC/Portugal meeting held in Lisbon in November 1988. The secretariat went on to describe two projects that were being considered by the parties concerned. One was on the opening of a regional centre at Bissau in Guinea Bissau and the other on the establishment within the Institut supérieur de statistique et de gestion de l'information (ISEGI), of CESD-Lisbon.

35. With regard to the two projects mentioned above, the secretariat alluded to the timely implementation of the project on the establishment of the CESD-Lisbon Centre which opened during the 1991-1992 academic year. On the other hand, the establishment of middle level statistical training centre in Bissau had not yet materialized due to lack of financial resources as the request addressed to the EEC by the Government of Guinea Bissau had not yet been responded to. After reiterating the importance of opening the Bissau Centre to the improvement of statistical training activities in three countries of the group, namely Cape Verde, Guinea Bissau and Sao-Tome and Principe, the secretariat requested the meeting to make suggestions that would help implement the project.

36. The meeting regretted that delegates from Guinea Bissau and the EEC did not attend the current meeting to provide information on recent developments. Participants were concerned that negotiations on the financing of the project had reached an impasse. They observed that statistical training was an integrated process in that the improvement of training infrastructures at the senior level could not be divorced from those at the middle level. In other words, the proposed opening of the Bissau Centre was complementary to that of CESD-Lisbon and the performance of the former would greatly contribute to the development of the latter. The need to explore other avenues of financing was suggested in order to facilitate quick implementation of the project.

37. In the interim, suggestions were made for promoting middle-level statistical training in the three countries concerned. In particular, it was proposed that the national statistical services of Guinea Bissau, Cape Verde and Sao-Tome and Principe should:

(a) Recruit, in their statistical systems, some of the good secondary school leavers students who would later be sent for short-term training at CESD-Lisbon; and

(b) Contact the STPA Centres for English and French-speaking African countries that provide middle-level statistical training in order to see how best those centres could be used to train their nationals.

38. Other proposals concerned the organization, within the three countries, of refresher courses with a view to preparing candidates for the entrance examinations of CESD-Lisbon. Some participants, however, expressed reservations about the success of such courses

given the rather low level of teaching programmes in the secondary schools of the countries concerned.

39. Participants recommended that Angola and Mozambique should, in addition to the training activities provided for in the projects for strengthening their national statistical services, set up or strengthen national facilities for the training of middle-level statisticians.

40. In conclusion, the meeting hailed the opening of CESD-Lisbon for senior level statistical training and hoped that the new centre will develop to the benefit of Portuguese-speaking African countries. The meeting also expressed the hope that all the parties concerned would take the necessary steps towards the establishment of the Bissau Centre for the training of middle-level statisticians for Guinea Bissau, Cape Verde and Sao-Tome and Principe.

## G. NATIONAL IN-SERVICE/MIDDLE LEVEL STATISTICAL TRAINING PROGRAMMES (agenda item 7)

41. Under this agenda item the secretariat introduced document ECA/STAT/DM.7-STPA/91/4 and stated the activities which ECA was involved in the area of in-service statistical training/and middle level statistical training. Such activities included holding of two seminars for trainers; advisory and training missions.

42. Since the sixth meeting of Directors of STPA centres, ECA had organised two seminars. The first took place in Addis Ababa, Ethiopia from 10-14 December 1990. The above seminar was attended by trainers from the French and Portuguese-speaking African countries. The second was held from 16 to 20 September 1991 in Freetown, Sierra Leone for the English-speaking African countries. The secretariat also highlighted the recommendations made at the two seminars.

43. The secretariat, further invited the meeting to consider the future of national in-service statistical training/middle level statistical training programme, in view of the possible saturation of middle level trained staff in some countries of the region. Indeed examples of saturation were cited in the case of Mali, Morocco, Senegal and some other French-speaking African countries.

44. In the discussions which ensued a participant emphasized the need for closer links between national in-service statistical training programmes and STPA centres. It was also stressed that there was need for STPA centres to take into account country needs when introducing some new programmes. He reiterated that management skills should also be imparted to trainees in the in-service statistical training programmes.

45. On the recommendation on statistics correspondence courses, it was suggested that such courses should be promoted and supported.

46. Many participants supported the introduction of teaching statistics in secondary schools, although one participant thought this was premature and would not serve a useful purpose. Notwithstanding the above contrary view it was suggested that the introduction of statistics at such lower levels would popularize

statistics and would help solve the problem associated with low participation of women in statistical development. One of the participants informed the meeting that statistics was already taught in secondary schools. The only problem was that it was the wrong type of statistics which was being taught. It was suggested that pupils at this level should be exposed to the role of statistics in national affairs including the responsibilities of national statistical services. Other participants advocated for a review of the teaching of statistics in countries where the subject is taught. Lessons learnt from the review would be useful to countries which may choose to start teaching statistics at secondary school level. In reacting to the suggestion that teaching of statistics at secondary schools was already in existence, the secretariat indicated that there were countries in Africa where statistics was not taught at this level.

47. On the recommendation on teaching of computer science, participants agreed that it was better to use statisticians with some good knowledge of computer science rather than using pure computer scientists. The meeting was informed that such was the experience at ISAE and the Ghana Statistical Service.

48. Other types of in-service training programmes were discussed by some participants. In Rabat (Morocco) two courses for technical assistants were originally conducted for two years, one in statistics and the other in computer science. Owing to the problems of placement of trainees and saturation they disbanded the programme and they have now set up a specialized school for statistics.

49. At the ENEA in Senegal, the centre organises short refresher courses for practicing statisticians and introductory courses for non statisticians working on statistics. They have since developed three training modules for the purpose on data collection, data utilization and data analysis. The above programmes are in place in addition to the continuous programmes on computer science.

50. The Ghana Statistical Service, in addition to its regular in-service statistical training programme, organises work shops, seminars and conferences. Short study tours abroad for senior personnel are also organized. In-country specialised courses have been organised on topics such as report writing and national accounts. The University of Ghana (Legon), also offers training courses at certificate and diploma levels.

51. In the discussion which followed, the in-country statistical training programmes organized by the Institute of Statistics for Asia and the Pacific were cited as models which ECA should examine for possible adoption in the African region. The Institute plans and conducts the training programmes in close consultation with the concerned countries.

52. The participant from ISPC shared the experience of his centre, where they were attempting to promote a multiplier effect from their trainees. In this regard, the meeting learnt that some trainees from Guatemela who participated in a computer science training programme trained about 800 people after they returned to their country. It was emphasized that the challenge to training programmes was to consider training not as an end in itself but a means to an end.

53. On the need to bind lecture notes, a participant emphasized that bound notes would serve as very useful reference materials. He cited one country where such notes have been found useful. The secretariat informed the meeting that it will continue to encourage national statistical training centres to bind and publish lecture notes. On the question as to whether in-service training programmes were monitored; the secretariat indicated that monitoring was done through the analysis of results from periodic surveys.

54. An issue was raised with regard to saturation of middle level trained staff, especially in French-speaking African countries . It was suggested that new activities should be explored in the countries concerned in the form of refresher courses for middle level government employees Instead of mounting full-fledged middle level statistical programme. In the English-speaking countries, where most trainees were from government departments, efforts are now being made to train candidates from the parastatal and private sectors.

55. A participant finally proposed that similar meetings for STPA centres involved in professional and post-graduate training should be organized in future to enable the exchange of views on topics of their interest.

**H. ROLE OF WOMEN IN STATISTICAL DEVELOPMENT** (Agenda Item 8).

56. The agenda item on the role of women in statistical development was introduced by Mrs.T.Johnson, from the Department of Statistics University of Ibadan, on the basis of document ECA/STA/DM.7-STPA/91/5 which she prepared. It was pointed out that women would contribute immensely in the development of statistics by being active in national statistical services and also in training (both as trainers and trainees). The paper then went on to show that presently it can be inferred, from the available statistics, that they were very few women in these two major areas. While recognizing that statistics is an important tool in national development planning it was pointed out that attempts to improve the position of women in the development of Statistic can not be divorced from efforts to promote the advancement of women in the general developmental process. In order to accomplish this a number of recommendations were proposed.

57 . In the discussions that followed a number of participants acknowledged that there were very few women involved in statistics, although a few examples were given by some participants to demonstrate that the situation was slowly improving. It was pointed out that the marginal role women were currently playing in statistical development in Africa was a result of the manifestation of the general margnalisation of women in socio-economic development in the region. It was, therefore, suggested that the situation could only improve when other developmental issues working against women's interests were addressed. Some participants postulated that the contribution by women to statistical development could be improved only through training and increased employment levels in the statistical field.

58. Some participants argued that the factors contributing to the low involvement of women in statistical training and employment should be identified and analyzed. For instance, it was stated that

the problem stem from secondary schools as most girls shun mathematics, but prefer to do Arts subjects. In the discussions which ensued a point was raised to the effect that most parents preferred their daughters to study arts subjects rather than sciences. Another factor which was identified as an impediment to developing women's full potential in the statistical field was culture. It was suggested by a number of participants that attitudes and perceptions towards women have to change. There were people who believed, that girls were not good at mathematics. On the contrary there is some empirical evidence which can prove otherwise. In some societies cultural norms demand that young girls should be actively involved in household chores, this takes much of their time resulting in insufficient time for studying. In addition, in some societies of the region girls, usually, marry at early ages, an example was given of girls marrying at prime ages of 13 or 14. One of the participants suggested that it would be useful for ECA to examine the factors that inhibit women to fully participate in statistical development in the region as factors that militate against their participation in statistical development seem to be many and potent. It was pointed out that women's role could only be adequately addressed if the counter forces were attacked including at national level.

59. The participants were unanimous in recognizing the important role statistical awareness campaigns can play in attracting women to statistics. Suggestions were made that sensitization could be in the form of workshops, conferences including the mass media. In Ghana, they have just introduced an essay competition on role of statistics in social integration in Africa. It is hoped that such a move would contribute in inculcating statistics in public second cycle institutions. It was underscored by many participants that mathematics and statistics should be introduced in secondary schools. In this way some girls would be motivated to develop interest in statistics.

60. The issue of offering enrollment quotas in statistical training institutions generated a lot of debate. However, the majority of the participants, while supporting higher enrollments for women in statistical training centres they objected to the quota system. It was argued that the quota system would in the long run work against the interests of women. Some participants argued that their training centres offered places on a competitive basis and therefore would not support the quota system. One of the participants advised those who advocated for quotas to be patient as women would eventually catch up with men, as training institutions were currently witnessing an improvement in the intake of women. The representative of the United Nations Statistical Office informed the meeting that it was a United Nations policy to offer fellowships to women in a situation where both women and men qualify.

61. In discussing the enrollment of women into statistical training institutions, it was generally stated that the situation was improving. For instance the representative of ISAE informed the meeting that the current intake of female statistics students to the undergraduate programme constituted 29 percent of the total intake. It was further stated that improvements in intake were also noticeable in the post graduate programmes, especially the M.A

programme in Demography. Most participants indicated that women were in general doing well in statistical training programmes. Examples were cited from ISAE, IFORD, ISSEA (Yaounde), CESD-Paris and Ibadan University where women have obtained degrees in statistics and related fields with distinction.

62. Contributing on issues related to employment of women, it was generally observed that there very few women employed in the statistical field, notwithstanding the scarcity of firm data. Some positive developments were, however, reported. The ADB representative reported that the number of women recruited in the bank was increasing and some of them had reached managerial positions. It was, however, emphasized that the recruitment of women did not compromise competence. Similarly, the Ghana Statistical Service has made some positive moves in this regard. For example, in 1985 there were only three female professionals in the service by 1988 the number increased to twelve (12). One of the female professionals has risen to Assistant Chief Statistician, and half of these professionals hold second degrees. While appreciating the need to improve the participation of women in statistics, a participant suggested that it was important that women earned their promotion on merit.

63. Some participants suggested that the paper on the role of women should have clearly distinguished the role and place of women in statistical development. It was observed that conceptually, issues raised in the paper relate to the place women occupy in training and employment. In reacting to the above suggestion, another participant pointed out that the paper is a lucid overview of women participation in economic planning and development activities and since the role of persons in any situation can only be measured by their contribution, participation and involvement in such institutions, the paper addressed the topic very well.

64. The representative of SIDA shared with the meeting his organization's involvement in gender issues in the region. SIDA paid special attention to gender issues in all projects in which it was involved. The organization has gender officers in countries where they have a presence, such officers explore issues pertaining to women. In addition SIDA supports statistical studies on gender issues. In this connection, SIDA has assisted some countries in producing materials on gender statistics. A workshop on gender statistics was held in August 1991 in Arusha, Tanzania, through collaboration of the Bureau of Statistics, Tanzania, Statistics Sweden and SIDA.

65. A participant suggested that some parts of the paper should be recast to make recommendations more specific, for example, it was suggested that instead of calling for an international conference on women in statistics. A recommendation should call for an African conference on women in statistics.

66. In responding to issues raised in the discussions Mrs.Johnson stated that sensitization of girls (indeed all students) is a major method to improve the position of women in the development of statistics. This should be started from the earliest stages of school and as one real obstacle to the study of statistics is the general

fear of mathematics, girls should be encouraged to study the subject. Experience shows that attempts to promote students interest in mathematics have yielded positive results when they are told that they need mathematics (which they regard as abstract) to read statistics which relates to everyday living. And that once they have studied statistics there were many employment opportunities in both the public and private sectors including teaching. She stated that the distinction between the concepts of the role of women and their place in statistics development was not very crucial to the current discussion. This is because women can only play any role expected of them if they occupy the places.

67. The issue of quotas, that generated so much discussion, was further elaborated upon. The paper advocated quotas for qualified persons in areas where there are more qualified persons than there were places, whether in employment or in training. It was argued that having lower admission marks for qualified girls than boys is not different from the policy of having lower cut off points for students wishing to study science than those wishing to study arts or social sciences. Neither is it different from having lower marks for candidates who are regarded as constituting some disadvantaged groups than for the others. Both policies now operate for admission to several institutions of learning in Nigeria. Girls wishing to study statistics can be regarded as constituting some disadvantaged group and they would not feel any sense of embarrassment.

68. The issue of enrolling at least 25 per cent of females is conditional, since when there are no qualified female candidates the places would automatically go to qualified male candidates. Mrs. Johnson, therefore, reiterated her appeal to participants to see the setting of quotas as specific measure to rectify some undesirable situation. However, the meeting did not put forward any specific recommendation on quotas.

69. The suggestion that the workshop be restricted to the Region of Africa was acceptable. It was recommended that gender-specific statistics should be produced in the areas of Health, Education and Employment. Mrs. Johnson also supported the appeal from the ADB representative that the various UN organizations that have been involved in studies/Seminars/workshops etc dealing with women should make the various publications available to women so that they know what is going on.

## I. A STRATEGY FOR STATISTICAL DEVELOPMENT IN AFRICA IN THE 1990s: IMPLICATIONS FOR STATISTICAL TRAINING (agenda item 9)

70. Introducing document ECA/STAT/DM.7-STPA/91/6, the secretariat after outlining the recent and future economic and social environment of Africa, gave an overview of the anticipated statistical problems during the 1990s. The objectives of the Addis Ababa Plan of Action approved by the Joint Conference of African Planners, Statisticians and Demographers at its sixth meeting in January 1990 and adopted by the ECA Conference of Ministers in May 1990 were then recalled. This was followed by a presentation of the main elements of the Strategy for Statistical Development in the 1990s as adopted by the Working Group on the Implementation of the Addis Ababa Plan of Action for statistical Development in Africa in the 1990s which met in Nairobi,

Kenya, from 16 to 20 July 1991. Finally, the training implications of the Strategy for Statistical Development were also highlighted.

71. The secretariat underscored the progress made in statistical training in Africa and stressed the important role statistical training institutions will continue to play during the implementation of the strategy.

72. The level and intensity of discussions including the range of concerns expressed signified the interest and importance that participants attached to this agenda item. Among the issues raised were links between data production and training; adaptation of training to the economic environment; co-ordination of training; use of computers; training of trainers; intensification of the training of women; strengthening of the material and human resources of statistical training centres and the role and modalities of external co-operation.

73. A number of proposals emerged from the discussions which had to be considered in order to ensure the success of implementation of the Addis Ababa Plan of Action for Statistical Development in Africa in the 1990s. One of the primary requirements emphasized by delegates was the strengthening of links between production of statistics and training through both formal and informal means. Among other suggestions made were the participation of trainers in the deliberations of national statistical committees, regular consultation between the National Statistical Services (NSSs) and training centres and participation of trainers in the national statistical activities.

74. Participants felt that there was need for more frequent consultations among STPA centres including exchange of trainers, trainees and publications.

75. In order to adopt statistical training to the production of statistics, there was need to strengthen the teaching of some subjects such as computer science and data analysis. On the issue of saturation of trained statistical personnel being experienced in some countries, some participants observed that this was related to available resources and not needs.

76. Retraining and refresher courses were recommended as means to refresh and update the knowledge of staff engaged in the production of statistics. However, such programmes should be tailored to suit the level and professional field of beneficiaries.

77. The adaptation of training to the socio-cultural realities of the African countries and the emphasis of the practical aspects of statistical training were recommended in order to fully prepare students for their professional work. The practical training would require students to participate in the activities of data collection, processing and analysis. On the other hand, the participation of practising statisticians in the training programmes would enrich the practical training in statistical training institutions.

78. The training of trainers was considered to be fundamental to the adaptation and upgrading of training in various areas of statistics.

Further training and retraining of trainers were suggested as possible vehicles for upgrading skills of trainers.

79. It was suggested that the research and data analysis capabilities be strengthened at statistical training institutions. Further, a call was made for close co-operation between national statistical services and statistical training centres in the conduct of statistical surveys, data processing and analysis. Such collaboration would promote joint research.

80. The meeting learnt that some centres lacked basic equipment necessary to facilitate effective teaching. For instance, some countries had no micro-computers. To make the centres efficient and productive, it was necessary to acquire appropriate equipment, particularly micro-computers and relevant software.

81. Technical and financial assistance was still considered vital if statistical centres were to perform their assigned tasks expeditiously. In several cases, such assistance was vital because of the severe difficulties being experienced by the centres, and the economic downturn faced by most African countries. In addition to the support in the acquisition of equipment, assistance was also necessary in the provision of fellowships for trainers.

82. The request for assistance did not only apply to the United Nations system, but also to bilateral and multilateral organizations. To ensure efficient use of resources, the meeting expressed the need for co-ordination of donors in order to avoid duplication of effort which usually led to wastage. The meeting also urged agencies involved to take into account the statistical priorities of African countries. ECA's role in this connection was appreciated and it was requested that it should be strengthened.

83. The role of women in the development of statistical training in Africa was considered paramount. It was therefore recommended that statistical training of women should be accelerated by removing obstacles to their full participation. Women should also be involved as trainers.

84. The need for drawing up and implementing a statistical training strategy was stressed by a number of participants. It was stated that such a strategy has been non-existent in the region to date. It was then suggested that each country should, accordingly, prepare statistical training plans. Such plans should take into account not only the needs of the Central Bureau of Statistics but also those of other facets of the statistical system, be they sectoral, regional or provincial.

85. In reply to a question, the secretariat indicated that the list of regional advisors in paragraph 46 of the document under review was a survey of needs at regional level proposed by the Nairobi working group and would be sent to various funding sources and not only UNDP for consideration.

## J. TECHNICAL AND FINANCIAL ASSISTANCE FOR STATISTICAL TRAINING (Agenda Item 10)

### (i) United Nations system

86. Representatives of various United Nations agencies took turns in describing the technical and financial assistance provided by their agencies for the development of statistical training in the African region.

87. ECA's technical and financial assistance in statistical training was presented on the basis of document ECA/STAT/DM.7-STPA/91/7a. In this connection, the secretariat stated that all the activities carried out by the ECA Statistics Division under STPA were part of the Statistical Development Programme for Africa (SDPA). Three factors had considerably impeded the smooth running of activities, these were:

(a) The uncertainty of SDPA project funding over the period 30 September 1990 to 31 December 1991;

(b) The mandatory evacuation of UN staff from Addis Ababa in June 1991; and

(c) The delay in the recruitment of a new statistical training adviser for the English-speaking African countries.

88. ECA's assistance had been provided through missions conducted by statistical training advisers for the purpose of setting up and/or strengthening national statistical training programmes; participating in meetings of the governing councils of STPA centres; teaching missions by advisers as well as other officials of the ECA Statistics Division; recruiting consultants to teach at STPA centres; organizing middle-level statistical training seminars, as well as organizing and servicing the working group meeting on the implementation of the Addis Ababa Plan of Action for Statistical Development in Africa during the 1990s.

89. The representative of the United Nations Statistical Office (UNSO) introduced document ECA/STAT/DM.7-STPA/91/7b on United Nations technical assistance for statistical training in Africa (1989-1991) and informed the meeting on trainer-training developments under the regular United Nations technical cooperation programme conducted by the Department of Technical Cooperation for Development. In addition to one teacher from Botswana and another from Uganda, UNSO had received the application of a young professional from Nigeria. It was stated that the statistical training institutes from Africa could take advantage of the fellowships during 1992-1993, since it was expected that the project would be renewed for two more years. It was added that the Government of Brazil was prepared to train teachers for the Bissau centre when it is established. On the question of practical training of trainers, information was provided to the meeting regarding the arrangement made by the CESD-Paris for the French-speaking African countries.

90. Attention was drawn to the workshops on disability statistics held so far only in English. It was mentioned that consideration

should be given to holding such workshops in French. However, it would be necessary to locate a suitable institution to become the host of the disability statistics workshop to be conducted in French.

91. The representative of UNDP stated that UNDP had been financing various statistical development projects in Africa under its 4th cycle inter-country programme with the following objectives:

(a) To strengthen training facilities in the field of statistics and produce competent statistical personnel;

(b) To ensure the existence of more relevant, timely and reliable systems of basic economic statistics for planning, policy making and other purposes and capability of statistical offices to maintain them;

(c) To strengthen the capability of African countries to generate a continuous flow of integrated socio-economic data from household surveys for their development plans, policies and programmes; and

(d) To recommend measures to strengthen national statistical capabilities and the preparation of an overall strategy for Statistical Development in Africa in the 1990s.

92. The 5th cycle programme would concentrate on building national capabilities and the strategy would shift from a project to a programme approach. It was indicated that the UNDP 4th inter-country programme would be completed and the 5th cycle would begin soon. Given the financial constraint in the 5th cycle inter-country programme, competition for finance would be stiff. However, UNDP fully supported statistical development in Africa and preliminary indications showed that in the interest of continuity, support would be forthcoming to this area in the next cycle.

93. The Special Session of the Conference of African Ministers of Planning held in Windhoek from in November 1991 discussed the 5th cycle inter-country programme and its inputs would be forwarded to the UNDP Governing Council.

94. The representative of FAO informed the meeting that every ten years at the beginning of each world agricultural census, FAO organized demonstration workshops/seminars on agricultural surveys. Two such demonstration sessions had been organized in November and December 1989 for French-speaking and then for English-speaking countries respectively. The demonstrations concentrated on the aspects of the implementation of the 1990 round of the world agricultural sample-census. The meeting learnt that in all FAO projects, there was always a training component composed of fellowships for training abroad and local on-the-job training seminars. Several professionals had been trained in recent years through the above arrangement at (ENSEA) in Abidjan, at the Bureau of the Census in the United States of America, at INSEE in France and other institutions. Furthermore, within the limits of its budgetary resources, FAO could provide, at the request of training institutions, technical assistance in the teaching of courses on agricultural statistics. Both IAMSEA in Kigali and ENSEA in Abidjan

had benefitted from such assistance. Mention was also made of the fact that the Joint ECA/FAO Agriculture Division (JEFAD) was prepared to provide technical assistance for training in agricultural statistics to requesting institutions which had the funding to finance such courses.

95. The representative of the World Bank stated that in order to enable a large number of African countries to undertake data collection activities under the Social Dimensions of Adjustment (SDA) project, co-sponsored by ADB, UNDP, and World Bank, the project was making efforts to strengthen the statistical capabilities of countries involved. According to the deliberations of the last meetings of the SDA sub-committees on statistics and training indications are that efforts will continue in building capabilities. In particular, courses on survey design and implementation, and data processing were planned for 1992. SDA efforts to improve policy management were now entering the second phase. The second phase would, as had been proposed during the last statistical sub-committee meeting, change the SDA statistical programme from being a purely data collection exercise to one which would be of real practical value to national planners and policy-makers. It would consist of establishing and improving links between statistical information systems and policy management, links which would essentially be multi- and interdisciplinary in nature. The meeting was also informed that, in addition to participating in the SDA programme, ADB had provided financing, on a grant basis for institutional capacity building in some African countries.

96. A first attempt to build up analytical capabilities had recently been undertaken jointly with the Institute of Statistics and Applied Economics at Makerere University. The training programme on data tabulation and analysis consisted of a computer course to refresh the participants' knowledge of the use of computer technology and to familiarize them with the use of SPSS. The training programme also offered an analytical workshop which covered a comprehensive overview of the different concepts on poverty analysis. The abovementioned training programme provided valuable insights into the organization of further courses and workshops in other SDA countries. It was hoped that this comprehensive approach of training in statistics, data analysis and policy interpretation, coupled with the collection of data through the SDA project would contribute to building indigenous capabilities for improving the quality of policy design.

(ii) Other bilateral and multilateral aid organizations and institutions

97. Overseas Development Administration (ODA): The assistance of ODA consisted largely in providing United Kingdom fellowships and funds for training in third countries. ODA also helped with local training by supporting the financing of trainer posts and sponsoring short-term study courses in countries of the region. The total cost of such assistance during 1990 had amounted to £670,000 which were used to train 97 students from 21 African countries at centres in the United Kingdom. That has accounted for 696 man/months.

98. Training fellowships formed part of the bilateral assistance programme agreements concluded between ODA and some countries. To

the extent possible, such fellowships were also linked to other assistance provided by the United Kingdom. Statistical training assistance would continue on condition that countries gave priority to the development of their statistical services. Requests for financial support should be addressed, through the appropriate government agency, either to the British Council or the United Kingdom representative in the country. Any request for additional information on specific courses should be addressed to the training centre.

99. The representative of EUROSTAT indicated that in matters of EEC cooperation in statistical training, his agency considered training as one of its four priorities. Examples of EEC cooperation in general and EUROSTAT cooperation in particular were the following:

(a) The number of statistical training fellowships financed by the European Development Fund during the period 1980-1992 amounted to 8.7 million European currency units;

(b) With EUROSTAT participation, EEC was supporting the CESD network in Paris, Lisbon, Madrid and Luxembourg as well as the Munich Centre;

(c) EEC was financing the STPA-support project, which was currently in its final phase, to the tune of ECU 925,000; and

(d) EEC and EUROSTAT had financed and organized several regional seminars in various countries of Africa.

100. With regard to the future, the representative of EUROSTAT recalled that the Lomé Convention was, for EEC, the framework for the financing of statistical cooperation projects. He drew the attention of delegates to the need for the authorities of the national statistical services of the ACP countries to study the framework and to familiarize themselves with its mechanisms so as to be able to benefit from the statistical training support.

101 The representative of the Institut national de statistique et des études économiques (INSEE), France indicated that her statement related only to the statistical training activities of her institute. Other cooperation programmes were being implemented with the national statistical institutes.

102. For such programmes, INSEE provided technical assistance while the Ministry of Cooperation provided funding. Bilateral assistance to statistical training in schools in the CESD network were of three types, namely:

(a) Training scholarship awards to students;

(b) Provision of permanent teachers;

(c) Provision of teaching documentation, INSEE publications and eventually software. Financial assistance was provided for the acquisition of library books.

103. The representative of the Munich Centre stated that the Government of Germany continued to assist his establishment by funding its operating costs. This allowed for courses at the centre and the organization of seminars or workshops abroad to continue. The Centre also collaborated, under the SDA project, in the regional training programme by organizing workshops at national level. The Centre's programme for the future include:

(a) Courses on:

- Industrial and artisanal statistics within the context of structural adjustment;
- Macro-economic statistics within the context of structural adjustment;

(b) A seminar for directors of statistical services of Africa;

(c) A seminar on the role of statistics in regional integration for the ECOWAS countries;

(d) Two regional workshops on survey data processing in cooperation with African statistical training establishments within the framework of the SDA regional training programme.

104. The representative of the International Statistical Programmes Centre stated that his centre continued to provide training in applied statistics in surveys and statistical methods, economic statistics, data processing and information systems, analysis, dissemination and use of population data as well as census and survey methods. The Centre is supported in its diploma and certificate programmes by the United States Bureau of Census.

105. The Centre was expanding its activities to cover training of trainers by providing its assistance to other STPA centres in its capacity as an associate member of the STPA. The ongoing demonstration survey project and technology transfer to STPA centres remained one of its main preoccupations.

106. The representative of Statistics Sweden stated that his organization had been involved in institutional cooperation with several NSSs in Africa for about 10 years now. The first project financed by the World Bank, started in Somalia in 1982. Currently, the organization was extending its cooperation through SIDA to Tanzania, Ethiopia, Guinea Bissau, Lesotho, Mozambique and Zimbabwe with financial assistance from SIDA. Moreover, an agreement had just been concluded with Namibia and talks had started for launching projects in Kenya and Uganda.

107. The institutional cooperation approach had succeeded because it smoothly combined with advisory services with the much-needed support services. It normally comprised consultations of long and short duration, leading to on-the-job training, study tours in Sweden or in third countries as well as the supply of computers and software.

108. The main objective of the cooperation was to improve the capacity of the NSSs so as to eliminate all dependence on external assistance. Hence, training in its various forms constituted an integral part of cooperation.

109. In the discussions which followed, the meeting thanked ECA as well as all bilateral and multilateral agencies for the support they continued to provide Africa in promoting statistical training. Some participants observed that, in the future, STPA centres should be concentrating more on refresher and advanced training. They hoped that ECA and the donor agencies would support such activities by providing facilities such as micro-computers and software in addition to funding some field surveys. Other participants encouraged ECA and donor agencies to further reach out to those centres which did not participate in the CESD network given the fact that the products of such centres were so much appreciated by various user countries.

110. One delegate suggested that the UN Statistical Office should persuade the prospective trainees under the technical cooperation projects funded by UNDP and UNFPA to attend STPA centres in Africa instead of institutions in other regions. On practical training of trainers, information was provided to the meeting regarding the arrangements made by CESD-Paris in this regard for the French-speaking African countries.

111. Regarding the lack of data processing equipment in statistical training centres in Africa, the representative of EUROSTAT indicated that the problem should not be associated with the development of the EEC support project for STPA. The data processing equipment component was not a significant part of that project and in any case the supply of computer equipment had been made on the basis of needs identified during the formulation of the project. The availability of data processing material was of great importance to the STPA centres and the problem should be carefully considered in the future.

112. The meeting requested ECA to prepare a brochure containing references of all donor agencies interested in developing statistical training in Africa, including the various modes of providing their assistance.

113. The meeting wished UNDP to continue to support the bridging project which would allow for the financing of STPA activities to be executed by ECA up to 30 September 1992, while awaiting the preparation of a comprehensive project document within the context of the strategy for developing statistics in Africa during the 1990s.

114. As for technical assistance requirements of STPA centres, the meeting expressed the hope and need for support in their effort to adapt themselves so as to cope with the rigidities of current training programme so that they can expand their sphere of activities for the purpose of improving the statistical knowledge of serving staff in various national institutions, both statisticians and non-statisticians. The meeting called for a solution to computer and human resources problems which would hamper the implementation of some of the suggestions.

115. With regard to financial assistance, participants expressed their appreciation both to donors, represented and those not represented, at the meeting and invited them to continue and double their efforts in supporting the statistical activities in Africa in the 1990s.

116. The centres hoped that, in the context of the statistical development strategy for the 1990s, centres of excellence in statistics and applied economics would be created on the African continent. The need for such a strategy was justified by increasingly high cost of training abroad and by the need to strengthen collaboration among various STPA centres.

117. As for technical and financial assistance among developing countries, the meeting expressed satisfaction with the contributions made to African statisticians by Brazil and India. Participants encouraged the pursuing of such exchange policies.

**K. OTHER BUSINESS** (Agenda Item 11)

The meeting considered two issues under this agenda items:

(i) Application to become an STPA CENTRE: CESD - LISBON

118. The Secretariat introduced this sub-item on the basis of document ECA/STAT/DIR.7-STPA/91/9b, and explained the criteria for admitting centres to the STPA as was defined at the third meeting of Directors of STPA Centres. It was stated that the CESD - LISBON satisfied the two main requirements, namely, that the centre should be offering regional service and that the training programme should have a practical orientation. The centre was mainly admitting students from the five Portuguese-speaking African Countries. The detailed information on the centre was submitted by CESD - LISBON for the benefit of the meeting, in a background document tc the application.

119. While welcoming the Lisbon centre to the STPA programme some participants wondered whether the programme at the centre will be sustainable as the problems of the Guinea - Bissau Centre for training of middle level staff were still unresolved. In this connection the meeting urged those concerned to find solutions to the problems delaying the opening of this Centre. Questions were raised about fees and non attendance of representatives of the centre at the present meeting. The Secretariat informed the meeting that it had received an apology from the President of the Governing Council of the centre.

120. After deliberations, the CESD - LISBON Centre was unanimously admitted to be an STPA Centre.

(ii) specialized training and post-graduate studies at STPA Centres.

121. This sub-item was introduced on the basis of document ECA/STAT/DM-7-STPA/91/9a. The secretariat highlighted the main issues pertaining to specialized and post-graduate training. The presentation covered definition of concepts, current status of specialized and post-graduate training at STPA centres and future direction in the above mentioned areas of statistical training. The special role of specialized and post-graduate training in the strategy for statistical development in Africa in the 1990s was stressed.

122. In the discussions which followed, many participants underscored the need to strengthen the specialized and post-graduate training in Africa. A number of participants expressed the feeling that it was cheaper to train post-graduate students at STPA centres in Africa than it was to send students abroad. In addition, such an approach would certainly produce more trained professionals. Participants deplored the little support specialized and post-graduate training was accorded in many African countries.

123. Problems of securing fellowships were highlighted by some participants. The representative of the University of Ghana informed the meeting that some students were not able to complete their studies because of lack of fellowships. The education sector like many other sectors, has experienced reduced funding owing to the economic structural adjustment programme the country was implementing. A suggestion was made that efforts should be made to persuade some lending institutions to consider education as an instrument of change and therefore, adequate funding should be made available. Problems of support to post-graduate training where echoed by a representative of Ibadan University. It was stated that while the University was designated as a post-graduate centre by the Nigerian Government it received very little support. The Post graduate diploma programme in statistics should have been disbanded if it were not for the support of the Federal Office of Statistics.

124. The unique position of IFORD and RIPS as regards to source of funding was discussed at length. The two institutions, since their inception, have been funded by UNFPA. However, some participants appealed to other donors to consider supporting some aspects of work of the above institutions. These two STPA centres apart from conducting specialized training in demography were conducting research on social issues in Africa. The vulnerability of the two institutions was illustrated by the fact that if UNFPA withdrew its support they would collapse. It was deplored that African countries were not taking up practical steps to support and sustain post-graduate programmes at these institutions.

125. The relevance of IFORD and RIPS as centres of excellence in post graduate training was demonstrated by high quality research and that in the case of RIPS some doctoral students who study in universities abroad collaborate with the institution in the process of writing their dissertations. A participant observed that if UNFPA withdrew its support to the two institutions it would adversely affect post-graduate training in demography in Africa. Another participant suggested that the country specific demographic training may have to be initiated. While another participant suggested that IFORD and RIPS should concentrate on training at Ph.D level. He alluded to the

fact that UNFPA, which was funding the two regional institutions, was also catalytic to the introduction of demographic training in a number of universities in the region.

126. On the issue of STPA centres to consider identifying areas of specialization, a number of participants welcomed such an approach. However, one participant indicated that his centre adopted a broad programme of specialization where students were trained in different batches. The problem of concentrating in one area was that at times there would be no candidates for a particular programme. The broad based programmes allow for specialization in different fields thereby creating room for flexibility.

127. It was observed that it was difficult for some STPA centres to organize specialized training during the regular period. The main problem such centres faced was lack of facilities such as classroom space and accommodation (especially for regional students). This meant that specialized courses could only be offered during vacations.

128. On the issue of Workshops as a means of providing specialized training, a participant commended the move. It was, however, suggested that this being a new area, concerted efforts should be made to develop it. ECA was called upon to play a co-ordinating role by informing various STPA centres well in advance about relevant workshops planned in the region.

129. On the direction for the future it was proposed that emphasis should be placed on the strengthening of research capabilities of the centres. In this regard, centres were advised to develop data banks for use by students and countries. It was deplored that countries in Africa which had conducted more than one census could not possibly retrieve data from the previous census(es). However, to develop data banks STPA centres would need some donor assistance in the form of equipment to store information. The World Bank representative informed the meeting that his organization was developing data banks to facilitate wide dissemination of information.

130. ECA was called upon to support STPA centres in developing and strengthening specialized post-graduate training programmes. Specifically, it was requested that ECA should assist centres with equipment and fellowships for trainers. A participant also urged ECA to inform STPA centres and countries of prospective donors in the area of specialized and post-graduate training. It was suggested that it would also be helpful to give guidelines for requesting for such assistance. A participant requested that ECA should consider offering fellowships beyond two years for trainers pursuing doctoral studies. It was emphasized that although post-graduate training was pain-staking it was essential, and worth the investment.

131. The linkage in the area of specialized training between the STPA centres and Associate centres was emphasized and so far appreciated. In this connection the representative of ISPC reiterated to the meeting that his centre was a partner to STPA centres and not a competitor. He informed the meeting that his centre, which was international in character, specialized in Applied Statistics. In

addition the centre was market driven, usually responding to prevailing training demands.

132. The secretariat underscored the relevance and importance of specialized training to statistical development in Africa.

## L. EVALUATION OF THE MEETING (Agenda item 12)

133. Overall, the completed fifteen evaluation questionnaires indicated that most of the participants were satisfied with the administrative organization of the meeting. However, three of the participants felt that the meeting was announced too late, and two of them felt that the duration of the meeting was excessive. Concerning the working hours, two participants indicated that they were demanding but bearable and the other two felt that they were undemanding.

134. On the topics for the meeting, their presentation as well as the discussions which followed, the majority of participants felt that the topics were very relevant and clearly presented, but two of them felt that the presentation of certain topics was patchy. The participants views varied on the question of practical or theoretical orientation of the discussions, a number of participants felt that the discussions were practically oriented, some found them theoretically oriented while others indicated that they were both theoretically and practically oriented.

135. On the topics which participants would have liked to be included in the agenda, the following suggestions were made:

- The life of STPA centres: training, research, publications and problems
- The means to mobilize financial resources within countries
- Methodological studies and research at STPA centres
- Technical and financial assistance: point of views of the STPA centres
- Courses on official statistics including censuses and civil registration
- Discussion of resources available to the STPA centres for the next two years

136. With respect to the documentation for the meeting, all the participants indicated that it was sufficient and more than half of the participants found them reasonable. The time allowed for questions and discussions was considered sufficient by all the participants in the meeting. The majority indicated that the objective of the meeting had been achieved, while there were varied views expressed on the relevance of the meeting to the training activities in the centres. Half of the participants felt that the meeting was very relevant, while the other half found it fairly relevant.

137. Finally, some participants, mainly delegates from STPA centres and user countries, indicated the following as being among the greatest problems expected to impede the implementation of the recommendations of the meeting:

(a) Role of women in statistical development

- University rules did not allow for quotas
- There were fewer women coming through the educational system who are interested in statistics
- Difficulties in Sensitizing parents to encourage daughters to choose careers in the field of sciences.

(b) Strategy for statistical development in Africa in the 1990's

- National Statistical Offices take time to take advantage of training opportunities at STPA centres
- Lack of political will to develop statistics among African leaders
- Difficulties in securing funds to acquire computers hardware and software
- Lack of adequate financial and other resources

(c) Organization and management of national statistical services.

- Lack of provision of incentives to professional statisticians in order to attract them to Work in the national statistical organizations;
- The incorporation of Management courses in the already overloaded programmes at STPA centres;
- Lack of funds for recruiting additional staff and replacement of the required infrastructural facilities and equipment.

(d) Others

- Lack of mechanisms for informing all african governments and National Statistical Offices about the recommendations of the meeting.

138. On the suggestions for the improvement of the organization and conduct of future meetings of this kind, some participants suggested the following:

- Background documents should be sent to participants before the meeting to enable them be prepared;

- The confirmations of participation should be received by ECA before sending tickets;

- Hold future meetings at STPA centres to learn the problems of these centres on spot;

- The number of Directors of national statistical organizations invited to the meeting needs to be doubled;

- Delegates from non-STPA centres should be invited to future meetings;

- STPA centres should be involved in the preparation of documents for directors meetings on consultancy basis;

- There was need to hold separate meetings for STPA centres involved in professional, postgraduate and specialized courses to exchange notes and harmonize their programmes and approaches;

- Travel reservations should be made well ahead of time and forward tickets at least two weeks before the beginning of the journeys of participants.

**M. ADOPTION OF THE REPORT** (Agenda item 13)

139. The meeting adopted its draft report for submission to the Joint Conference of African Planners, Statisticians and Demographers.